

# CAMPING

UNIVERSITY  
OF MICHIGAN

DEC 17 1952

PERIODICAL  
READING ROOM

MAGAZINE

DECEMBER, 1952

\$3.00 per year in U. S.

FAT AND SKINNY  
CAMPERS

PRE-GROUPING LEADS  
TO HAPPY CAMPERS

70 EFFECTIVE  
PROMOTION METHODS

CONTROLLED  
CAMP  
MAINTENANCE

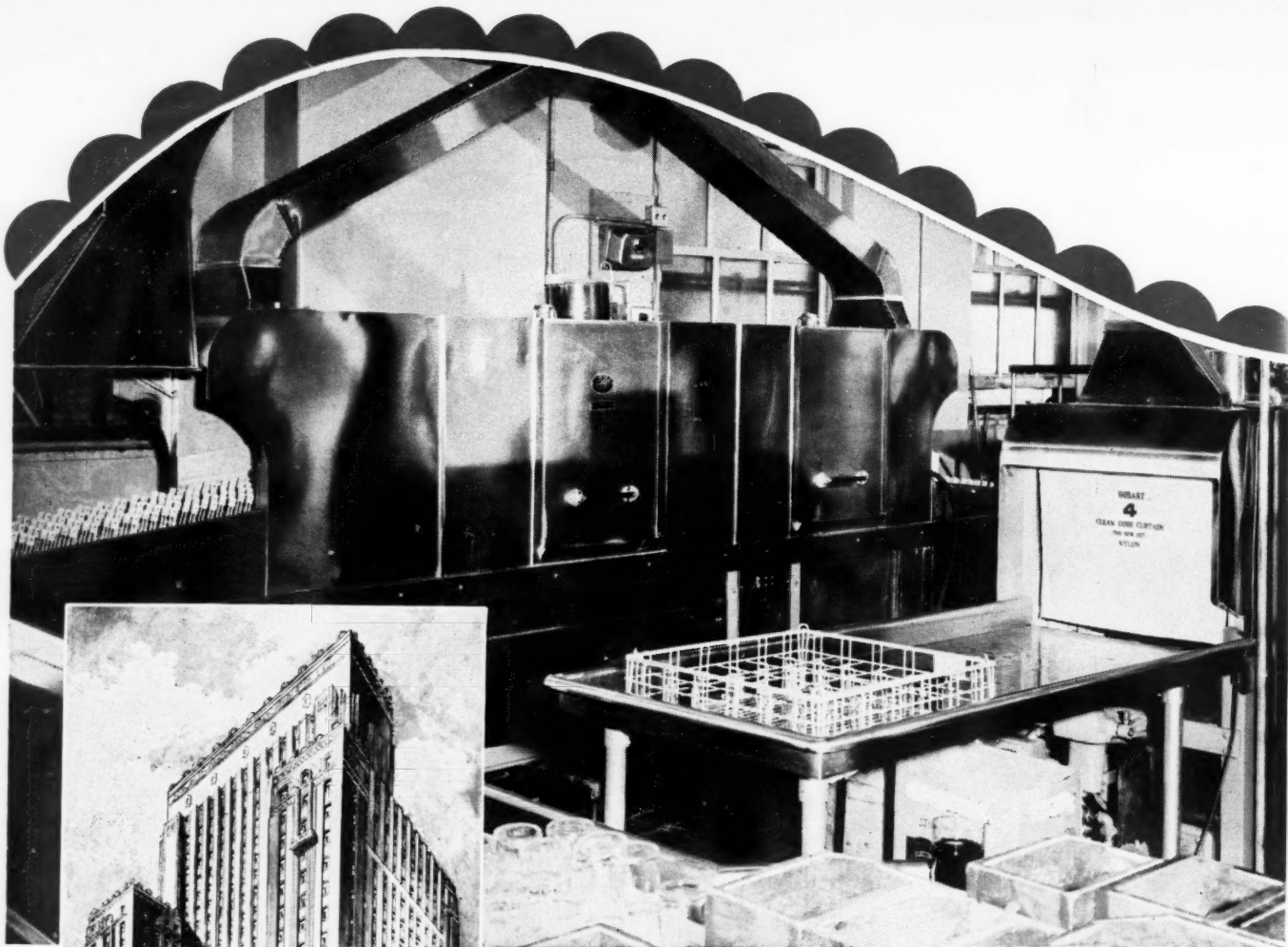
CO-ED CAMPING FOR  
TEENAGERS

MASTER MEALS AT  
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See complete contents  
on page 5

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## LETTERS FROM READERS

### Use of Tear Sheets

I wish to acknowledge and thank you for the tear sheets of Dr. Hazard's article, "Spiritual Values in Camping" (June, 1952) which you sent at our request.

We have, indeed, found them very useful in camp staff interviews and training, and feel confident the effects will reach far beyond the immediate activities.

—Frankie C. Goerges  
Camp Fire Girls  
Berkeley, Cal.

### New Girl Scout Film Described

I hope you will have an opportunity to see the new film "Let's Go Troop Camping." It has just been released and has met with a very enthusiastic reception.

Although it was made primarily for the training of Girl Scout leaders, we feel that it is extremely useful for the training of any adults in the leadership of small camping groups. The emphasis throughout the film is on the participation of young people in all the planning for camping trips.

—Dorothy Ogden  
Promotion Director  
Girl Scouts, N. Y.

### Information on Light Fixtures

I am writing to get information relative to lighting and light fixtures to be installed in camp buildings.

The first building, dining hall and kitchen on our campsite is not yet complete, but this spring or early summer the wiring and light fixtures should be installed. Information is needed to help us decide whether to install fluorescent lights or regular lights. Should the same type of lights

be used in the dining room as in the kitchen? Should lights also be provided in cabins?

—Helen Hiebert Miller  
Camp Mennohah,  
Murdock, Kansas

*The information requested has been sent to the reader and is also scheduled to appear in a later issue in the form of an article.—Ed.*

### Data Wanted on Tents

In the April, 1951 issue of CAMPING MAGAZINE, I noted with interest an article, written by Calvin Rutstrum, concerning tents for camping. In it he stated that it was possible to secure blue prints of the tent he described. I would like to have blue prints and also information as to where the tents might be purchased "ready-made."

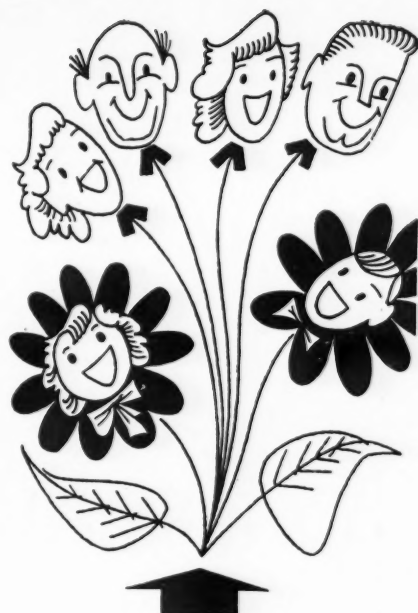
I would appreciate your sending me this information, or forwarding this letter to Mr. Rutstrum.

—Robert Ashmus  
YMCA, Westfield, Mass.

*We are always glad to forward letters requesting information to the author in question.—Ed.*

### Don't Miss Any Issues of Camping Magazine

ACA sends every issue of CAMPING MAGAZINE to every member who keeps his Association dues paid up. So that you won't miss any of the fine issues now being planned, the date your membership is due for renewal is shown on your address label. Look at your label; if it shows a date within the next two months, send your renewal check NOW. It takes time to process all the memberships, and we want you to receive your ACA services without lapse.



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# CAMPING

**Magazine**

**December 1952**

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## OUR AUTHORS ... in this issue



JAMES F. WHYTE, camp director, assistant general secretary of the Cleveland YMCA, and a former ACA Section president, authored our article on "Fat and Skinny Campers." We think you'll find it both enlightening and reassuring.

RUTH ISSERMAN (left) for 14 years director of Camp Chickagami, in Wisconsin, offers valuable guidance on the importance of pre-grouping cabin mates. Mrs. Isserman has studied child development at Vassar, the Universities of Iowa and Toronto, and Washington University. She is an active ACA worker in her home town of St. Louis.

MAX LORBER (right) who has for many years been a leader in organized camping, is director of Camp Nebagamon, also in Wisconsin. His presentation on good camp promotion at the 1952 National Convention was so well received we have tabulated his suggestions and present them as an article in this issue.

DORIS WAGNER, vocal music director for the schools of Southampton, N.Y., is a graduate of both Eastman School of Music and Syracuse University. Miss Wagner tells us the article is an earnest attempt to help teachers and counselors enjoy and use music in a bigger way.



WILLIAM H. DOUGLASS, a former N. J. Section president, has directed camps for 25 years, the last 15 with Camp Ockanickon. He combines the talents of camp directing and engineering in this article on maintenance; it is based on a similar article recently published in *YMCA Business Administration*.

A Californian in our columns this month is W. RICHARD MEYERS (left) director of the Wilmington, Calif., Community Center. His article describing operation of an experimental co-ed camp for ten agers, points up both values achieved and problems faced. MARY RUSSEL, who writes on arts and crafts, is associated with Camp Pinecliffe, in Maine.



MARY T. KAVANAUGH is test kitchen director of the Chicago Board of Education's Bureau of Lunchrooms. Her fine presentation at the 1952 Chicago Convention prompted this article.

MARY R. MOORE (right) a New Hampshire native transplanted to California, writes from her experience both as camp director and operator of a nursery school. Her camp, Arcadia, in Angelus National Forest, is now operated by her son.

BILLIE FEDDERY SMITH, whose survey on how camps handle rest-hour problems is sure to prove helpful to many directors, is associated in operation of Red Raider Camps, Cleveland.





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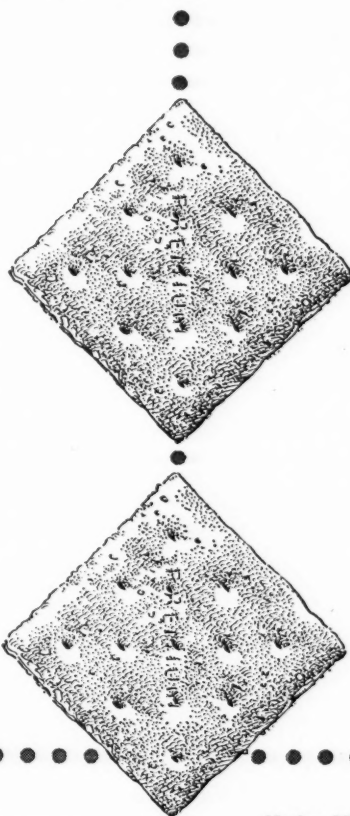


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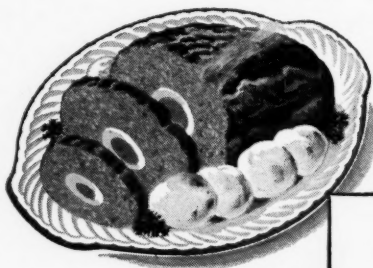
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to every  
trade...**



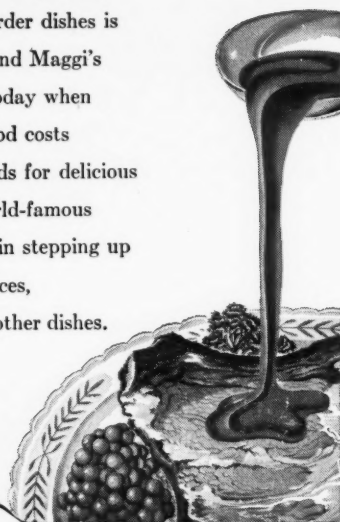
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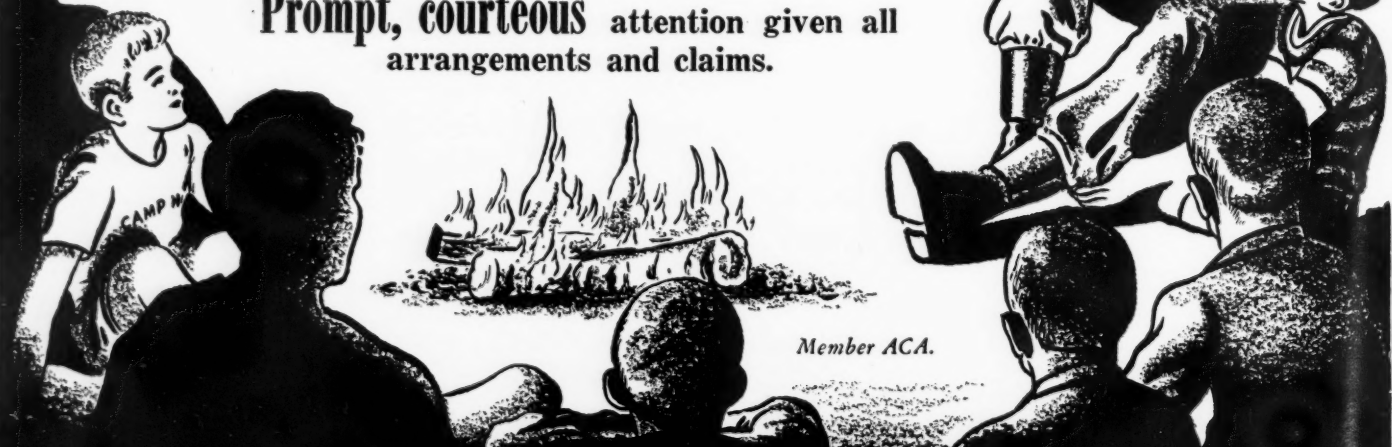
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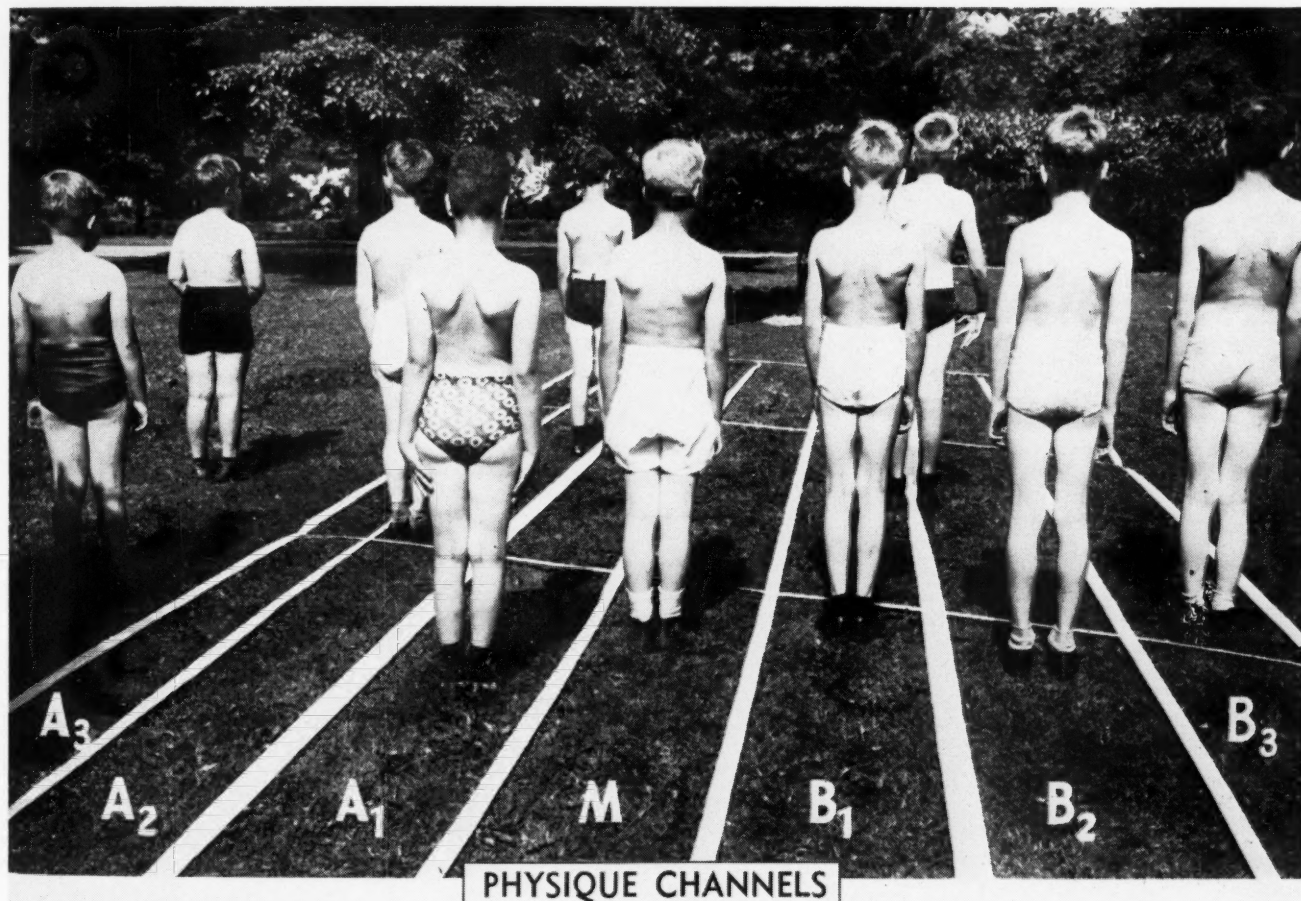
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## Fat and Skinny Campers

By JAMES F. WHYTE

**A**RE YOU ONE of the many camp directors who worry over the seeming necessity of "doing something" about the fat kids and the skinny kids who come to your camp? Do you feel it is one of your responsibilities to exercise control over the eating habits of those campers who appear to be overweight or underweight? Does your camp have a "fat man's club," a special table in the dining room for underweight campers, or any of a number of devices of this sort which are used in one camp or another?

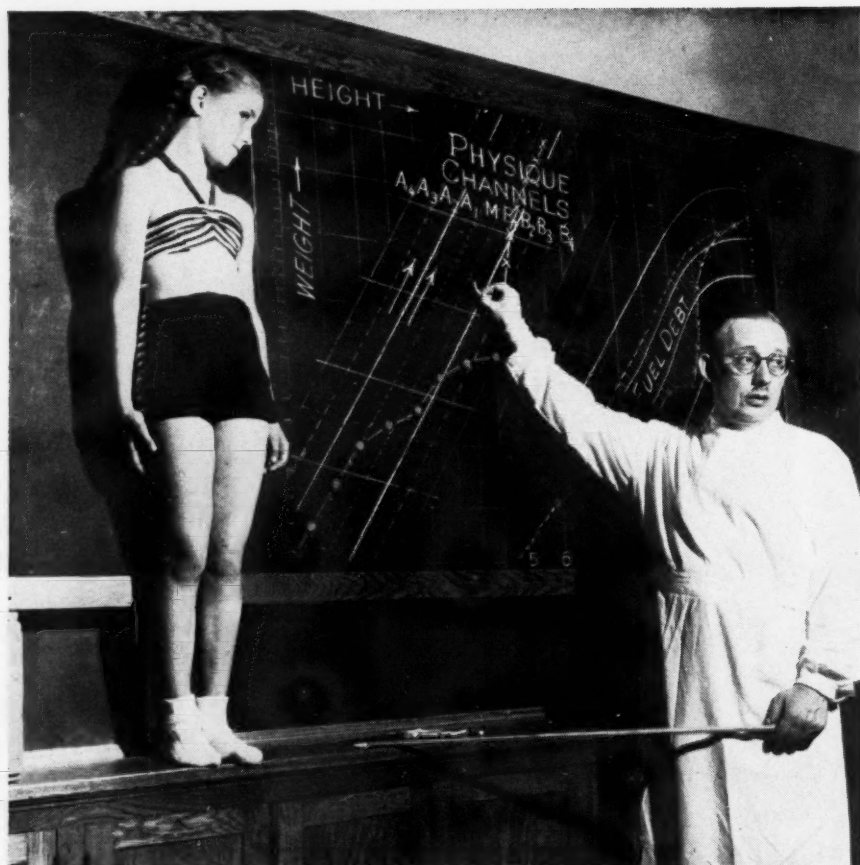
If your camp does fall in this category, current medical developments indicate you may be worrying unnecessarily, possibly even doing harm to some of the youngsters you are trying so hard to help. The belief that camp directors should take on the responsibility of deciding whether or not a camper is too fat or too thin is

gradually being "debunked." In the first place, we have these youngsters in our charge but a few short weeks out of the year, and most underweight-overweight problems need attention over a longer period. Again, records show that the average youngster may even lose a bit of weight while attending a short-term camp, but that he more than regains it when he returns home.

The practice of setting aside separate eating times or places for exceptional campers should be carefully re-examined since it may do more harm than good. The fat boy has enough attention directed to him when he steps into a canoe, without our adding to it elsewhere in camp. And no matter how subtle you may be, the "little girl" may encounter a greater psychological handicap by being singled out than any gain she might enjoy by

your taking a pound or two off her weight.

Concern for children who deviate from so-called "normal" or "average" weights is natural enough. As *Life* magazine pointed out in an article, "for several generations, parents and pediatricians have felt that a child, to be physically normal, had to conform to an ideal weight and height—one that supposedly represented an average for youngsters of the same age and sex." But Dr. Norman C. Wetzel, a Cleveland pediatrician who has the rare faculty of combining the skill of a statistician with a wide medical experience in the field of growth and development, after 14 years of experimentation and study, decided it is "meaningless to strike an average for children of basically different body sizes and shapes." He worked out a chart which describes seven normal



Science Illustrated, McGraw-Hill Publishing Co.

hereditary types of body shape, from obese to skinny, and developed a method of charting which evaluates physical fitness in terms of physique, developmental levels, and basal metabolism. Medical literature points out that "once the fundamental patterns have been established through study of growth records, properly constructed charts will predict the expected growth for any child."

Using Dr. Wetzel's charts, by simply having knowledge of a child's height and weight, the youngster can be "plotted" on a chart. This plotting indicates the "physique channel" into which he fits. The chart then shows his "isodevelopmental level" lines. These, when related to his chronological age, indicate his actual speed of development. Very slight deviations from the standard patterns are detectable and alert the trained observer to the possibility of trouble.

Underlying basis of the Wetzel technique is that so long as a growing child advances steadily in *his own channel*, his height and weight are considered normal *for him*. When a plotting of height and weight on the chart

at the time of a periodic physical examination shows him to be veering out of his own channel, or away from his own schedule of development, growth trouble—either physical or emotional—is indicated. At that point the child's condition becomes the subject for study and treatment by those trained in the field.

Since announcement of these charts, they have come into widespread use as a means of visually indicating both good health and conditions of physical or emotional disturbance of normal growth. The growth of healthy children of a given body type is said to follow a predictable pattern with astonishing fidelity, once the multiplicity of factors involved are brought into harmonious relationship; this is the purpose of the Wetzel charts.

Use of this method would probably be very beneficial to the understanding of some children in some camps. The cards come in 9" x 12" file size, and are available from NEA Service, Inc., 1200 W. 3rd St., Cleveland. They are described as being easily and accurately kept up to date by any doctor or nurse.

AS THE DIRECTOR of a girls' camp, I have given a good deal of thought to the pre-grouping of cabin mates and have come to the conclusion that careful pre-grouping of campers helps to solve many problems.

In accordance with many statements I had read in the literature on camping, I believed for a long time, that the success or failure of any cabin group depended mainly on the cabin counselor. Much of the literature tells us that if the counselor is a good leader, a kind and understanding person, the cabin group will have a happy summer. If a cabin had an unhappy time, with much quarreling and bickering, I assumed it must have been the fault of the cabin counselor.

Several summers ago, I had the good fortune to have a very fine child psychologist on my staff, who did a sociometric study of my camp. My purpose was to learn if our campers improved in their social relationships during the eight weeks of camp. This study also gave some valuable insights by which to understand a little better the counselors' role in the cabin.

We made a sociometric test at the end of the first week and at the end of the next to the last week of camp. (I believe it important that only an expert carry out tests of this sort.)

From the study we learned which campers were well liked and which were social isolates, those without friends. We learned that in the cabins where girls liked each other, where there were no isolates, the campers and the counselors had a very happy summer. In those groups where we had a large number of socially immature girls, isolates, there was much quarreling and bickering and the counselors had rough going.

We switched counselors in several cabins. A very successful counselor, who was living with a happy group, moved into a cabin that was having



# Pre-Grouping Leads to Happy Cabin Mates

BY RUTH ISSERMAN

difficulty. The successful counselor also had a difficult time. The seemingly unsuccessful counselor moved to a happy cabin and was loved by the new group and, for the remainder of her stay at camp, had a good summer.

I am aware that it might not always work out in this way. If the counselor who had been with the difficult group had not been a really good counselor, she would not have had such an easy time in her new group, or been well liked by them. We know there are some people who are poor cabin counselors and would be unsuccessful in any group.

Among the things we learned from this experiment was that the success or failure of any cabin group's summer depends as much on the group itself as on the counselor.

The next step in this study was to ask ourselves how we could group in the same cabin girls who would enjoy living together, some of whom did not know each other before because they came from different cities. We sent to our campers, their parents and their schools, questionnaires which gave us some understanding of the girls' individual differences. We asked campers for their choice of cabin mates and abided by these requests unless we believed they were unwise. If we thought they were poor requests, we communicated with the parents and campers, telling them our reasons for not meeting their wishes. We also advised them that, if they did not agree with our suggestions, to get in touch with us so we could discuss them.

The problem of cabin placement is fairly easy for campers who return to us year after year. It is much more difficult for new girls. We must rely on our impressions during interviews and the questionnaires we receive from parents, campers and schools. Using this technique, we believe we have been able to insure a happier, more successful summer for many

girls by pre-grouping them more harmoniously.

One incident illustrates what careful pre-camp planning of cabin mates can accomplish. After we had enrolled a new camper, several parents told us that we could expect difficulty with this child. They asked us not to put her in a cabin with their daughters. The parents told us that, in any group in which this child was with other girls of her own age, there was bound to be quarreling and unhappiness.

We made a point of learning all we could about this child before she came to camp and, to many people's amazement, she had a successful and happy summer. We placed her with girls older than herself where she was not able to manipulate the group. What we learned about this girl helped us to place her in a cabin group where she was not able to do some of the things which had caused unhappiness to

others in her school and play groups.

During our pre-camp counselors' training course we explain our procedure in cabin placements to our staff. We point out that, if we advise a counselor to move during the summer from a group that may be having difficulty, it is not because we may feel the counselor is a poor counselor. She may be a very good one, but the group may be difficult and it might be wise for the counselor to change cabins.

Changes of staff sometimes are good for an unhappy group. We do not make these changes often, but if we feel it advisable, the counselor's cooperation helps us to make the change more readily. We believe it helps counselors' morale to know that if a group is difficult it may not be their fault. We also believe that careful pre-camp grouping of cabin mates helps to insure a happier and more successful summer for many of our girls.

Red Pine Camp, Hughes Photo



# 70 Effective Promotion Techniques

AT THE 1952 ACA national convention Max J. Lorber, director of Camp Nebagamon, circulated a questionnaire to a cross-section of camp directors. Among other questions, he asked them to list, as nearly in order as possible, the most successful techniques they have used in promotion and public relations. The questionnaire was broken down into six parts: campers, parents, camp alumni, the director's home community, the community in which the camp is located, and relations with other camp directors.

A very considerable number of successful promotion methods was reported. They are listed here in order that all readers wishing to do so may compare the suggestions against their present methods and perhaps find additional avenues through which to introduce more youngsters to the joys and benefits of camping. Some of the techniques are used with more than one of the groups. However, the relative importance of any one promotion method may vary widely as between different groups.

## With Campers

1. Personal visits
2. Camp reunions
3. Personal letters
4. Camp movies
5. Camp newspaper
6. Birthday and special cards
7. Making prospects feel at home
8. Camp folder and/or catalogs
9. Arrange program that meets the needs
10. Letters from old campers
11. Phone calls from director
12. Get-acquainted party for campers and parents
13. "T" shirts with camp name
14. Word of mouth promotion
15. Camp experience lives up to camper's logical expectations
16. Having campers line up their friends for next season
17. Early-bird club

## With Parents

18. Personal visits
19. Direct mail
20. Camp movies
21. Camp folder and/or catalogs
22. Camp newspaper
23. Phone calls from director
24. Knowing parents as well as possible
25. Direct contact between parents and staff
26. Keep up year-round contact
27. Show special interest in each camper
28. Camp reunions
29. Photographs of camper sent to parents at Christmas



## With Alumni

30. Camp Newspaper
31. Personal contacts and correspondence
32. Invitations to reunions
33. Invitations to camp during summer
34. Gifts to new babies
35. Encourage friendships through the year
36. Camp folders and/or catalogs
37. Use as staff members
38. Maintain contact through college years
39. Letters on special days and events
40. Personal visits

## With the Home Community

41. Be active in social and civic groups
42. Work on community projects
43. Use newspaper, radio, and TV

44. Speak to groups and show pictures of camping
45. Work with local youth groups
46. Be a member of the local ACA Section

## With the Camp Community

47. Cooperate in community projects
48. Educate campers and counselors to their responsibility to the local community
49. Invite members of community into camp for special occasions
50. Conduct special song services in community
51. Purchase what is available in the community
52. Permit use of camp for community recreation and meetings
53. Belong to local Chamber of Commerce
54. Take part in competitive sports within the community
55. Participate in fairs, rodeo's, etc.
56. Hire local personnel
57. Invite several members of community to final banquet
58. Send Christmas cards and/or gifts
59. Carry out improvement work on the physical plant of the camp all year long
60. Have friendly visits with local people
61. Be a real member of the community
62. Participate in local soil-conservation projects
63. Attend local church occasionally

## With Other Camp Directors

64. Be sincerely friendly
65. Show desire and willingness to share experiences
66. Attend ACA and Section meetings
67. Take part in personal meetings and discussions with other directors
68. Take active part in camping workshops
69. Have a planned program for the entire year
70. Always boost, never knock.



Girl Scouts of U.S.A., Paul Parker Photo

# Let There Be *Good* Music

BY DORIS WAGNER

**M**USIC has a definite place in camp life. It can break down barriers of reserve and shyness, and promote friendliness and real happiness. Each experience with music should enhance the camper's desire for more music.

Spontaneous singing is an outgrowth of the mood created by activities. It can be a direct indication of the spirit of a group. Hikers who sing to keep in step, rowers who time their strokes with a rhythmic song, K.P. groups who seek to forget and hurry the job by singing together, all show a feeling of happiness and cooperativeness that makes camping worthwhile.

Good music should always be encouraged, and the folk music of various countries offers unlimited sources of good material, especially suited to camp. Notes and words alone are never enough to make music, and in camp the leader has a real opportunity to help boys and girls gain good musical feeling by inspired leading and interest.

Good fellowship grows from exchange of ideas, and when each joins with the other to sing a song, the feeling of comradeship is one of great personal satisfaction. The thrill of singing around a campfire, under the stars, is a never-to-be-forgotten experience. A blessing sung before meals can help the nervous or boisterous child to relax and be in a better mood for

eating. The beauty of the first harmonies, and a real growth in choral work, will develop a tremendous love for singing. As boys and girls return to camp year after year, traditions of camp songs and special music hold an almost sacred place in their hearts.

The camper who learns how to teach a favorite song to his group has learned poise and self-confidence. Each song session should be a joint creation of campers' and leaders' ideas.

Music for fun, recreation, relaxation, expression of moods, and emotional release can be a real source of inspiration to the participants and a real part of growth for each child in camp.

## Leadership Qualifications

Perhaps the most important requirement of any leader is that of confidence. An uncertain leader will lose control of a group in a very short time.

A leader must be able to organize his program, and plan so that each camper has a good time in the song periods. He should be able to motivate the entire session; encouraging the weaker members and constantly welding the group together.

The leader who shows a good-humored vitality doesn't let raucousness or extreme soulfulness supplant real creative singing. Nor does he attempt to be an entertainer. By a positive, unhurried attitude the good leader controls and tries to improve singing of the group but doesn't hound the campers to perfection.

Patience and tact help to smooth the rough moments when campers are over-tired, or over-excited. Setting a good example is better than any precept. Respect for the group, and the individuals comprising it, will result in the best of cooperation.

Imagination and a willingness to try out new ideas in song and song interpretation will help the leader to develop an interesting music program. Avoiding too rigid a plan, will permit changes for unexpected events.

If the leader has a pleasant voice, and one that is sure, he will be able to lead a group easily. In dealing with younger campers a little knowledge of child voices might help in the selection of song materials. However, a knowledge of child psychology is even more important.

A leader should have a good repertoire of suitable songs, or at least know where to find them. Some few facts of the background of the song, or its source, creates interest and helps the child to gain in knowledge. A good sense of rhythm on the part of the leader will help the group to keep the songs moving and meaningful. A thorough knowledge of the melody and absolute knowledge of the words is one of the greatest assets for any group leader.

The leader should keep his ears open, encourage good singing, and avoid scratchy, over-loud voices. However, if the group sings too softly some



of the more timid ones will drop out. Well led group singing is the best kind of encouragement and training for timid and/or poor singers.

### Techniques

The leader of informal camp singing suggests the name of a song, sings a first phrase, and asks the group to sing it with him, thus setting the pitch, and the time of the song. If a new song is being introduced, the leader must work on a slightly more elaborate plan, but still in an informal way. The new song is introduced by title, perhaps a bit of interesting information suggested about it, and then sung in its entirety by the leader. If it is an easy folk tune, the melody will be caught very quickly by the group. The words must be carefully spoken so that each phrase is clearly understood. The leader then sings a phrase, and the group sings it back. If the phrases are long, they may be broken into smaller parts, and if short, may be combined. In any event, the group has a chance to try it in small sections. Then the leader might well sing it through once more, with the group whispering the words to make sure that they have them all, and finally the entire song is sung by everyone. It is during this period of song learning that the leader should be able to start the group as a unit. Some cue, like the word "sing" said in the rhythm of the song will help. Try it! Say "sing," take in a breath on the next beat and start. If the leader raises his right hand upward as he takes in his breath and gives a firm

downward stroke on the first word, the group always responds in greater precision of attack.

When singing while hiking, or working, simply start the song with an enthusiastic voice and the group will join in. Someone who is not sure can come closer to the leader and be helped by careful enunciation of words and an encouraging smile.

In planning a song program, a few old familiar ones are sung first. A new one might be introduced and worked on, then return to familiar numbers, some with action. The concluding numbers must be carefully chosen, dependent upon the mood with which the group is to be left. Too exciting a song will not put them in the mood for bed, but a quiet, harmonic number will set the stage for resting.

Care must be taken to pitch the songs in a good range for voices. Children should not be asked to sing in too low a range, older people can well avoid too high a pitch. Actual use of a pitch pipe in the sounding of the first tone, or key tone, would be the accurate way to start the group.

The leader can encourage small groups to perform and may select potential leaders in the group to direct some of the familiar songs.

Rounds should be taught as a simple melody first, and when well learned, passed around to the sections. Clear, instructions as to when each section is to start and how many times the song is to be repeated are important. Choose good leaders for each section and start each section the first time.

### Song Selection

The first consideration which must be taken into account, is the age of the group. Almost any song with a good melody, easy range and interesting rhythm is suitable for group singing. Folk songs, not traceable to any one composer, but an expression of the peoples themselves, are exceptionally good for a camp music program. Their melodies are easy and repetitious; the words often tell a story of great or little events in history.

Every group likes some peppy songs, even nonsensical numbers. Action songs are especially popular with the younger set. Actions should be added after the words are learned for attention centers on them.

Negro music offers a wonderful volume of material and songs especially composed for young children, usually are in an excellent range and deal with subjects they like.

Simple blessings may be sung and sometimes a favorite hymn becomes a goodnight song. Songs of this type offer excellent opportunities for harmonic work. A good leader often harmonizes if the campers are sure of the melody and invariably there are a few campers who will also experiment with the harmony part.

College tunes with easy word patterns and catchy rhythms are enjoyable. Patriotic numbers, if not too heavily belabored, are good material too. Children do not care much for any sentimentality. Popular songs of the hit parade variety are not as easily sung as might be imagined. If they are used, the words have to be taught. However, a popular song of folk tune style and easy word pattern, without the emotional love background, can be fitted into the camp program quite well.

Never allow vulgarity or cheap material. There is far too much good material available and encouragement of good musical habits is a real aim of a camp song program. Songs of enduring strength are better than those of false emotion.

### Source Suggestions

Almost any community song book offers a wide range of material. Many are available at music stores and publishers are constantly bringing out new material. School song collections contain splendid material not often included in the community type song book. Many of the religious publication houses offer small camp song collections.

Paul Parker Photo



# Controlled Camp Maintenance

BY WILLIAM H. DOUGLASS

**W**ITH THE current shortage of materials, and the increase in labor costs for repair work, the need for protecting the equipment we have in our camps has become doubly important.

The problem of providing this protection can be at least partly solved with controlled maintenance procedures. These procedures can be divided into "Operating Maintenance" and "Corrective Maintenance." Each of these requires separate planning for they cover entirely different fields.

## Operating Maintenance

In the planning procedures for operating maintenance, there must first be a listing of all equipment and certain necessary informational data covering each item. One easy method of keeping this information is by the use of a 3 x 5 card for each piece of equipment. This data card should show:

1. Name of equipment.
2. Model number or type.
3. If motor driven, size and type of motor.
4. Where and when purchased.
5. Original cost.
6. Where service can be obtained.
7. Type of lubrication—if needed.

The above information can be kept on the front of the card; and on the reverse, a record of repairs and costs.

For larger equipment such as pumps, hot water heaters, and refrigeration units, descriptive material and construction diagrams can be kept in a separate file. This material enables a person quickly to familiarize himself with the operation of equipment, and speeds up repairs.

After the listing of equipment, a maintenance schedule must be planned. This can be easily accomplished by using a day to day diary. Each day's requirements can be entered in this book. The diary can be compiled before camp opens, and then the person responsible for maintenance can have before him a work schedule that can be referred to each morning. It takes the guess-work out of operating main-

tenance, gives a constant check on equipment, and enables the person in charge to spread the routine work over the entire week instead of trying to do it all in one day.

One person should be totally responsible for seeing that operating maintenance procedures are completed as scheduled. This is important so that the problem of thinking someone else "took care of it" does not arise. A maintenance schedule will result in fewer broken parts and pay for itself in money and time saved and more efficient operation.

## Corrective Maintenance

Corrective maintenance, as its name implies, is the correction of either an operating failure, in the case of mechanical equipment, or an unsafe or unsatisfactory operating condition with non-mechanical equipment. With mechanical equipment, plans again must be made so that possible failures can be anticipated and equipment ready to remedy them. A study of equipment will give an insight into the possible parts which may fail, and many times it will be prudent to stock these parts. This is especially true of belts, stove grates and rings, pump leathers, tank parts for water closets, and other items that are normally expected to wear out at frequent intervals. Here, a record of replacements can be very helpful in planning, for it will show the approximate life of replaceable parts of equipment.

Many mechanical failures can be averted if all equipment is carefully overhauled at the close of camp. Equipment should be cleaned and painted, and all badly worn parts replaced. If this procedure is followed, deterioration during the winter months will be kept to a minimum. Also, the person responsible for the opening of camp can plan his time schedule to a better advantage. The repairing and cleaning of equipment in the fall also aids those responsible for preparing budgets, for they will know the amount of money needed for replacement of equipment.

For non-mechanical equipment, cor-

rective maintenance needs are usually determined by periodic surveys or by daily reports from those in charge of the equipment. Frequent surveys during camp will enable the person responsible for maintenance to keep buildings and stationary equipment in a good state of repair. Staff personnel should be impressed with the need for immediately reporting any program equipment that is damaged.

A very complete study should be made in the fall, and from this study, the work schedule planned for the winter months. In planning this winter work schedule, the weather factor should be carefully considered. It is usually advisable to do as much of the building repair work in the fall as possible so that buildings are protected from damage during the winter. The winter months can be used to advantage for the stocking of maintenance supplies, ordering new camp equipment, and indoor painting and repair. A central storage place for all maintenance equipment will expedite winter repairs.

A careful survey in the fall should also establish certain priorities for corrective maintenance. Camps, as a rule, find it necessary to decide which of certain projects can be completed at once and which must be shelved for action at a future date. A survey of this type becomes all the more important today because there may be material shortages developing that can greatly influence priority schedules.

Controlled maintenance will pay dividends at any time. It will pay dividends in promotion, in staff morale and in lowered operating costs. Parents are impressed with an attractive, well-maintained camp, and many times the first impression is the difference between an enrollment and just a consideration. Staff personnel will enjoy their work and therefore produce better results if the equipment they have to work with is in good condition. And last of all, in these days of high costs it is not only wise but very profitable to take good care of what we have. Good maintenance pays for itself.

# Co-ed Camping for Teenagers

By W. RICHARD MEYERS

PRIMITIVE camping brings young people close to the essentials of living. This was demonstrated by the Wilmington (Calif.) Community Center in an experiment in teenage camping, utilizing the recommendations of the three-year camp study made by the welfare council of metropolitan Los Angeles. To appeal to teenagers, the survey said, a camp should be primitive, co-ed, and low cost. However, the most important ingredient was high-caliber leadership.

In early spring I suggested the plan to the Wilmington Teens, a teenage club meeting at the Center, made up of 14, 15, and 16 year old boys and girls. The club had been meeting at the Center for about 18 months. Only a few in the group had had camping experience. The club immediately adopted the idea and made plans to assist in raising part of the funds.

To meet the requirement that the camp be primitive, it was decided to use Dorst Creek Camp, a camp site provided by the Park Service and relatively isolated. Facilities included open-type rock fireplaces for cooking, pit toilets, and running water. Though we brought a few cots, most sleeping was in sleeping bags or bed rolls on the ground. Tents were provided for changing clothes. The camp area was heavily wooded and the girls' sleeping area was separated from the boys' by about 50 yards.

The camp program was completely permissive with campers actively participating in the planning. A menu for the week had been worked out, discussed, and approved at club meetings prior to leaving for camp. A tentative schedule of activities was also worked out in advance but after we reached camp a number of changes were made. Campers were permitted to remain in camp if they did not wish to participate in the trips, swims, or fishing and hiking expeditions.

At times we were faced with diffi-

culty of insuring adequate supervision when there was an interest in more than one activity at a time. Within a defined area, the campers were free to take hikes or to fish in nearby streams without supervision. Three campers and one leader had full responsibility for the cooking each day.

Most of the campers had had no previous experience in camping and much time was spent in becoming acclimated to outdoor living. Exploring the stream which ran 100 yards below the camp and the area in the vicinity of the camp was a popular activity. Deer were plentiful and a source of continuing interest to the campers. The Forest Ranger met with us twice to discuss conservation and the best use of the forest.

The boys were less interested in hiking than were the girls and some seemed to prefer to spend their time in or near the camp. Sunbathing was a popular activity. At times, boredom would result in unnecessary horseplay and other non-constructive activity. More careful advance planning might eliminate this.

Camp living was leisurely and there were many opportunities for campers to discuss their problems informally with the leaders. The leaders felt that these sessions were exceedingly valuable in helping to gain an insight into work with these youth. The two men and two women leaders included a social group worker, two public school teachers, and a social case worker. The leaders were mature and able to establish good working relationships with the youth.

The experience was not without its problems. For instance, campfires were unsuccessful. There was little interest in or knowledge of the traditional camp songs. In their place were requests for the current hot jazz numbers. Needless to say, the latter did not lend themselves to good group singing. The fire did provide a center for quiet talk in the evening, and on

two occasions part of the group listened to stories told by leaders.

It was difficult to develop interest in nature lore and the group refused to participate in the public campfire at a nearby campground because part of the program included a nature talk by a ranger. There was little in the background of this group to create interest in nature activities.

To the orthodox camp leader, I am sure we would have presented a disorganized picture at times. And yet, with teenagers inexperienced in camping, it did not seem important to try to achieve a high level of social organization. Schedules for meals and trips were made very flexible and frequently changed. Responsibilities for cleanup, wood gathering and other housekeeping tasks were not always met promptly. However, toward the end of the camping period there was a greater feeling of responsibility to the group in these matters.

In spite of the discomforts, the teenagers enjoyed roughing it. Though some of them missed the movies, television, dances, juke boxes and other activities that make urban living so stimulating, they liked the feel of the forest. The group seemed to appreciate the fact that it was self-contained and largely dependent on its own resources.

None became homesick and there was a minimum of griping. Almost all expressed the wish that camp might extend for a longer period and wanted to repeat the experience next year.

The experiment convinced me that this kind of camping is valuable. It appeals to teenagers who would not otherwise go to camp. It is a kind of camping which might lend itself to those public and private agencies trying to raise the age level of their campers. As the survey previously referred to indicates, co-ed camping is done best with existing groups who have had some experience together. It is a field in which more research is needed.





Camp Calumet Photo

## Master Meals at Minimum Cost

By MARY T. KAVANAUGH

THE TITLE of this article is the secret ambition of every camp director. What wouldn't you give to be able to serve camp meals of maximum acceptance at a minimum cost, year after year without complete dependence upon your employees! Cooks, and yes, even managers can be very temperamental and touchy at times, making you secretly wish for the day when you would have complete control of your camp's food service without utter and sole dependence upon them.

This isn't as impossible and fantastic as it seems. There's no mystery or magic about running a really good camp feeding program. However, neither can it be achieved by sitting at a desk and waving a magic wand, nor by hiring the best available cook you can get and then settling back with your fingers crossed.

Let's start off by being honest with ourselves and facing the situation squarely. Analyze your *food service operation* just as every successful business man does from time to time. Who are the clients? What do they want? What do we offer to meet these wants? And how can we improve our service to give additional satisfaction?

Who are your clients? Your campers, of course. What do they want? They want good simple food generally acceptable to all, and prepared the way they like it best.

After you have analyzed your situation, be determined to get a *permanent solution* to your problems, rather than just a temporary one. Think of it as a long-range program which may not be accomplished over night, but will be well worth while for years to come in providing camper satisfaction with confidence and peace of mind for you.

Start first with your menus. It won't be too difficult to find out what they like. If you have been operating even only a few seasons, you know the background of your campers and what they generally like. So, plan your basic two-week or three-week menu around these preferences, which differ throughout the various areas.

Plan your three meals a day according to your camp routine. It is usually, a hearty breakfast; a good, hot lunch; and a light dinner. Have the menus planned to consider the foods they like and still provide the variety and nutritional balance which is also very necessary. Remember, you have an obligation at least to maintain if not improve the health of the children.

Another important point to consider in planning menus is your physical set-up, your equipment limitations. It is impossible to prepare a meal when the menu thoughtlessly calls for everything to be cooked in the oven. Dividing the load between oven and range top is very important. Give thought to adding, if possible, some equipment heretofore not provided. Two items which are almost necessities and pay for themselves in no time with the increased cost of labor, are a small potato peeler and a mechanical mixer. Even the 20 qt. size is a big help.

The last but not least important point to remember in planning menus is to keep them within your *food cost allowance*.

All right, now that you have once drawn up your basic menu plan which may be used the entire season, the next step is to provide *standard recipes* to work this plan. Without standardized recipes, you are still building castles in the sand. You are still dependent upon your employees, who are only human, after all. One day they feel good and the food looks and tastes good—the next day, they don't and they just can't remember too well how much of this or that they usually put into the beans or spaghetti or cobbler.

Yes, we are all familiar with the types of cooks who brag about never using a recipe, it's all in their head! These are the "fist-full cooks, the "add-to-ers," the "sprinklers" and the "dumper-ins." These common habits are costly, involving not only good ingredients but more important, your reputation. Unreliable results cause dissatisfaction and are unfair to the children who are forced because of them to eat mediocre food.

I am sure that everyone acknowledges the necessity and importance of standardized recipes. How to get them is the question. Start as soon as possible to standardize your own. As soon as you find a dish that your cook prepares very well and one that the campers enjoy, then set out to get it down on paper, every word of it. Have the manager or some one person work side by side with the cook, jotting everything down — exact amount of each ingredient, correct step-by-step procedure in preparation, cooking time, total yield and exact portion size. From all this, a true portion cost can be calculated which will also help you in planning your master meals.

Type this information on a set form, and then re-read it through the eyes of your most unintelligent worker. Anything that she or he might not understand, elaborate on more fully. Then make a copy of it and the next time that item appears on the menu, have your cook make it from your written recipe and re-check for errors and improvements. If you are then satisfied with the results, make a number of copies. Give one to the cook and file the rest away. Strange, but recipes seem to have a weakness for getting lost, strayed or stolen.

At the end of one camp season, you could have your basic recipes so standardized as to give the kind of results your campers love. Employees may come and go but your quality food will not reflect these changes.

Once you have standardized recipes and menus, you will have complete control of your food service, making the objective of master meals at minimum cost no longer a dream but actually a reality.

*Miss Kavanaugh, in addition to her work with the Chicago schools, is also the developer of Mealmaster Recipe File and Service. Camp directors wishing more information on this service may contact her at P. O. Box 1406, Chicago.*

# News from Camp Suppliers

## Food Pack Provides Three Meals for Four

A compact, 9 pound food pack which will provide three meals for four campers has been produced by Bernard Food Industries, Inc., 559 W. Luton St., Chicago 6. Everything for breakfast, lunch and dinner is provided in dehydrated



form, packed in metal foil packets. The Kamp-Packs are said to be completely waterproof and very easy to use — just add water.

While the company reports a minimum of 12 meals, users say they have prepared up to 24 from one pack. Write the company for further information on Kamp-Packs.

## New Hot Roll Mix Contains Yeast

A new prepared mix for hot rolls and Danish pastries containing yeast has been developed by Modern Maid Food Products, Inc., 856 39th St., Brooklyn 32, N. Y. This mix eliminates the necessity of dissolving dry yeast in water and adding it to the other ingredients and is said to result in professional caliber baking even by amateurs. A descriptive folder is available for camp directors and dietitians.

## Tractor and Attachments Aids Grounds Care

Described as a multi-purpose unit to solve camp maintenance problems, a new one horsepower Planet Jr. tractor — actually a compact power plant on wheels — utilizes many attachments to perform innumerable tasks in camp areas or garden plots.

A set of plows, cultivators, and discs are all that are required to raise fresh vegetables or carry out an inexpensive beautification program. A low-cost hitch is available to adapt practically

any hand lawnmower to power operation, thus cutting hours from the time required to maintain grassy areas.

With the earthmoving attachment, only one person is required to build terraces or cut shallow drainage ditches. This attachment will also level ground or bulldoze light litter.

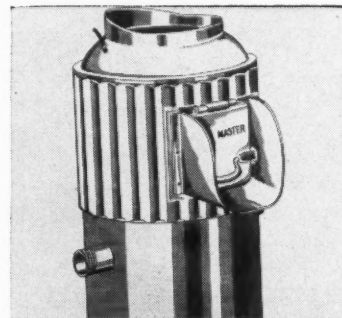
Manufactured by S. L. Allen & Co., Inc., 5th Street and Glenwood Ave., Philadelphia 40, Planet Jr. tractors are available in 1, 1½, 2, 3 and 5 horsepower units to suit specific requirements.

## Illustrated Clay Modeling Handbook Available

A new handbook, "Modeling With Permoplast and Amaco Craft Clays," is said to be written so simply that anyone, regardless of previous training, can enjoy working with clay and achieve satisfactory results. Copies may be obtained from the American Art Clay Co., 4717 W. 16th St., Indianapolis 24, Ind., at \$.25 each.

## Potato Peeler Redesigned For Easier Use

The manufacturers of Peelmaster Electric Potato Peeler report that they have redesigned their floor model machine with several new features. The peeler is built higher in order to facilitate easy cleaning underneath. The door now has a larger chute, the top is



reported to be arranged for easier loading, and the interior is now made with a sharp slope at the bottom to wash waste into drain pipe.

The vertically mounted ball-bearing motor has a thermal overload button, thereby preventing damage to the motor. The machine is 38 inches high and has a capacity of 20 to 22 pounds per minute. Illustrated circular available to interested camp directors from Service Appliance Co., 2-4 Van Tassel St., Norwalk, Conn.



# Fun, Work and Adventure With Crafts

By MARY RUSSEL

FROM 9:30 in the morning to 5:15 in the afternoon, the Arts and Crafts shop at Pinecliffe Camp has its doors wide open to welcome any camper who wants to make something. In they come with all senses alert, to hear, to smell, to feel, to see and to do. The philosophy of this department — which determines the entire atmosphere of this shop, its order, and rules or on the other hand its lack of order or rules—is that crafts should be an individual adventure, work that is both fun and serious. The pleasure and intent concern each child feels for the work pleases us greatly. The moment when a camper, seeing for the first time a shiny, blue-glazed ashtray just emerged from its ordeal in the kiln, kissed its center with a joy and pride too great to be contained, was one of the most wonderful high points of the season.

The moment of the final result is indeed a great experience, but all along the way, at every step in a project, children should be encouraged to do their best or better than their former best. But if a rough edge or a bad stitch is noticed it is left to the child to decide, "Shall I take out three good stitches and so get rid of the bad?" Usually, they do just that.

The purpose of crafts for children should be, we believe, to teach skills in handling different materials and to encourage a love for the feel, the smell and the possibilities presented in raw materials. They should teach respect for tools, originality, curiosity, adventuresomeness, sensitivity and taste for the lovely, the strong, and the beautiful. To have an idea and act upon it, to see it develop, perhaps with unexpected results, is to enjoy the creative experience.

Crafts in a camp rightly should serve to stimulate interest in beautiful natural objects showing the strong rhythm and harmony of design found in all good growing things. Perhaps our one hour evening sketching classes help a few campers see a little more with greater love and clarity. Also, we feel that much more can be gained by making use of native materials—rush

and grasses, shells, pine cones, natural clay, etc. We should like to see longer sketching and painting trips, an afternoon or several hours of actual painting, with a picnic lunch before or after. Going out of doors occasionally for material and fresh inspiration can be worked into the camp craft program and would be another example of how arts and crafts find close coordination with and importance in the total camp program.

Cooperation with other departments and activities may deservedly occupy a great deal of a craft counselors time and effort. One of the fine successes of our summer, a puppet show, took



almost two weeks of activity in the making of puppet heads, costumes and scenery painting. Doing it developed group spirit, cooperation, and imagination to a high degree. The project was work, the children knew, but the work was wonderful fun!

The dramatics department also called upon us for occasional props for other plays and the swimming department for help in costumes for the Hawaiian water day. The Carnival and the need for each bunk to have a colorful sign filled every corner of the shop, tables, floor, and porch to overflowing for three rainy days. The barn dance and two social dances consumed hours and hours in preparation of decorations, and the Christmas party received help and loan of equipment. Two days were spent in making decorations and ingeniously constructed Alice in Wonderland costumes for the Unbirthday Party. There were always many real birthday parties and the need for crepe paper streamers and the fun of satisfying the grateful celebrants who came rushing in an hour before dinner to make original birthday cards and party favors.

The arts and crafts staff must be quick witted and clever for they all must be able to answer a host of difficulties and problems. To provide the materials (always having just the right things!); to come up with new ideas in such a way that the children think they are their own and proceed with their execution by themselves; to solve frustrating situations like threading the little needle eye, ending off a braided belt, showing how to salvage a cracked or lopsided clay bowl; to say, "of course, of course, it can be done, let's think of a way . . . !" is what the counselors do. It seems important that the children should learn that nothing is very impossible or out of reach if one approaches the aim thoughtfully, step by step, uses one's own effort and enjoys it on the way. The craft counselors are always busy, for in the world of making things there is always more that can be done. Children's eagerness and imagination once awakened may take you anywhere.

## Rules and Work Habits

In theory our working arrangement, rules, discipline, etc. are those normal to most craft shops. But actually we have no rules in the shop which are not broken, no order which is not upset in the excitement of seeing something take shape. Yes, we try to keep the closet in counselor-order. But if, while helping 10 children at once or immediate succession, a tool is needed and some campers can follow directions and descriptions and come back with the necessary item from the closet, we have been saving steps and time and the campers have used their heads, followed directions and felt they have done something for us, which they certainly have.

Shoes in the shop is a traditional rule. But sometimes it may be more important to feel the excitement of seeing the progress of a drying clay piece—even in bare feet—than to come back later with shoes on or not come back at all that day and so miss a particular stage of a thing.

"Could we take our work to our bunk?" is a question often asked. Yes,





Camp Pinecliffe,  
Bronxville Studio Photo

if it required no shop tools also to go forth: for is not the effort spent making a good braided belt worth more than a comic book in free time?

The only important rules are ones so obvious that they aren't even rules but unspoken, accepted facts. Acids, hot kiln, and matches for soldering are handled only by the counselor in charge. The polishing machine is turned on only after receipt of our permission and we keep an eye on the activity there. A sign pasted on the machine always warns to watch stray hair and overlapping fingers.

We like to solder on a silver piece while the camper is in the shop and watching, whenever the shop is not overly crowded and our attention in demand elsewhere. The children have a healthy respect for the fire, naturally stay out of danger and are fascinated by learning what has to be done and what has to happen to solder piece to piece. It is much better than to have the camper come back the next day, see it finished, and wonder how it got that way. Or, worse, not even wonder but accept it as something automatically done by someone else. We would not hesitate to teach soldering to an older camper, who had worked much in silver and was of steady hand and nerves.

The first thing after the initial idea was always the pattern. The children had to make their own with the pattern approved before it could be cut out of the material. That was the rule and method of working. But even that order was broken, for we have seen something original cut out of paper or cloth or felt almost before we knew what was happening. Then we would shout inside ourselves, "Hurray for

that!" for this camper has an idea so clearly in mind that paper and tissues and transfers would simply be in the way! But for the most part and always for something to be accurately measured, we use patterns—original patterns. Any decorations are also from the campers' own imaginations.

Possibly the most creative of all materials for young children and our most active and interesting craft this year was in the clay corner. The successive stages of the pottery were of constant interest to campers and visitors.

Our kiln is completely trustworthy. Placed on its fire-brick legs and they upon an asbestos pad for good luck, the table on which the kiln operated becomes slightly warm but never in danger of burning, or its painted surface of cracking. Very often we fired at night, but if the kiln was turned on in the day, a simple sign saying *!! HOT !!* placed on the top was enough to keep the children from going too near. The outside of the kiln does become hot, but not enough to burn if touched. However, no one, including counselors, ever touched it after the lid was put in place. Sometimes we would let a child look into the peephole after the kiln had reached orange heat; that was considered a special privilege and a most interesting experience.

Children always respond to something new, but to acquire really good skills in the basic crafts is the important thing. Crafts counselors should be prepared for the opening days by having a hundred ideas for them to choose from. For the children will come in swarms and all want to get to work immediately. To the poor counselors who've barely completed the unpack-

ing and setting up of the shop, the first burst of eagerness and enthusiasm may be quite overwhelming, if they are not forewarned. Instruction should be individual, because each person may be working with a different material or in a different stage of development.

### Accounts and Records

Our arts and crafts department does not keep an attendance record as is done in some instances. But a list of all projects, kept either by book or card file method, is desirable. It is essential to have every new project entered under the camper's name, however, if children are charged for the amount of materials they use plus a little for depreciation of equipment, electricity of the kiln, general materials, etc. In our camp, children are not to spend over a set amount unless they have special permission from their parents. While our campers rarely spend more, it is well to reckon the accounts after the first month as well as at the season's end.

### Last Thoughts

Pre-pre-camp for the head crafts counselor and pre-camp training for the assistant is absolutely essential for getting the shop in order, and if new acquaintances, for learning to work together. Every counselor will make his or her own shop arrangement, just as every one will have different teaching methods. Any counselor who takes the craft shop has a big job and a challenging one and lives two months so full of funny happenings and wonderful learning about little people that the winter will never lack for remembrances and re-remembered laughter.

# "Selling" Your Camp to Campers

By MARY R. MOORE

**D**IFFERENT camp directors use different approaches in selling camp to parents as well as campers. Both must be sold if the experience of camping is to be completely satisfactory. Some have attractive books of photographs taken at their camps the previous summer. Some have slides or moving pictures — preferably in color — which they take to the homes of prospective campers. Interested parents invite other parents with their children, teachers, pediatricians, church, school workers, and anyone who is interested in seeing that camping is made possible for more and more children each year. The director has some of his staff there to meet these people and explain all phases of camping to them and to the children.

Each child will respond to a slightly different approach. In the following instances the right approach was hit upon and the child was sold on the idea of camp.

## Campers Help Choose

Larry and Judy Hill were twins who were approaching their tenth birthday. Their father and mother had decided that this was the year for their first camp experience, and were giving the trip to them for their birthday gift. They were kept guessing up to the last minute, and on the birthday morning, mother asked, "How would you children like to go to camp this summer?"

"Camp, what's that?" asked Larry.

"Oh, I know," said Judy. "One of the girls in my room at school went to camp last summer. She says it's a place where you ride and hike and swim, and have good eats all summer."

Larry was not impressed with the activities mentioned, but he liked "good eats," and so his mother began from there to build up camping. Judy was already well on her way to being sold by the stories of her playmates at school. The mother sent to various camps for their brochures, some of which came addressed to Judy and some to Larry. The children looked at them with great interest and showed them to their friends.

Their father and mother talked over the relative merits of the various camps

and finally narrowed their choice down to three camps.

And finally, the children sat in on a family conference, and the camp was chosen. The fact that the children had a part in making the choice had much to do with their satisfaction with it.

## Personal Contacts

Sometimes it is necessary for the parents to summon the camp director to help them sell the camp to which they wish to have the children go. Mrs. Lane's experience was such a one. She sent for brochures, talked of camp a great deal, but made no progress with her son, Peter, until she invited the camp director to her home.



Peter found a station wagon at his home one day as he came home from school, and went inside to meet Mr. Sands, director of Camp Big Trees, a very pleasant man whom Peter liked at once. Soon he was asking him all sorts of questions about camp. He particularly wanted to know if he could make things if he went to camp, for Peter was very clever with his hands. Mr. Sands showed him many things that had been made by boys at his camp. Among them were an Indian belt and a pair of moccasins which Peter admired very much and wanted to own. On being told that boys no older than he made belts and moccasins at camp last summer, Peter turned to his mother and said, "Mother, I know that I should like to go to Mr. Sand's camp. May I go?" His mother assured him that he might go, and another camper had been sold on camp. He wanted to go. He was not being sent.

## Appeal to Special Interest

Mrs. True had a quite different problem to meet when she wanted to send her 12-year-old Susie to camp for the first time. Susie was just not interested, but her mother did not give up. She took her problem to a wise camp director, Mrs. Scott, who planned a course of action based on Susie's biggest interest at the moment, clothes. The camp chosen required a uniform and a rather elaborate list of other articles of clothing and equipment. Mrs. Scott was invited to the home to meet Susie and talk to her about the fun she would have at camp, but she also brought with her the uniform—in Susie's size, of course—and some of the other required clothing.

Susie listened politely to all that Mrs. Scott said, but all the time she was eyeing the uniform while Mrs. Scott seemingly was ignoring it. Finally it was shown to her and she asked, "May I try it on?" "Of course you may," said Mrs. Scott, "if it is the right size," which it proved to be. She looked very well indeed in it, as she well knew, and her interest in camping was decidedly on the increase. She was reluctant to give in but said she would think about it.

Finally, some days later, she told her mother that she would go to camp if some of her friends would go to the same camp. Then Mrs. True began buying the camp outfit, and as she brought home the various articles they were displayed on the bed in the spare room, and soon Susie was bringing her friends in to see what she was going to wear at her camp. Before long two mothers were asking Mrs. True about the camp she had chosen, and two more girls began getting their outfits.

The more work that a camp director does before the opening of camp to orientate his campers, the easier it will be to make good campers out of them after they arrive in camp.

He must be all things to all people, but above all must be a good salesman who believes whole heartedly in what he is selling. He must be able to sell himself along with his camp, for after all no camp is any better than the director and his staff.



The Joy Camps, Vic's Photo

# How 40 Camps Handle Rest Hour

*Based on a survey of camp directors*

BY BILLIE F. SMITH

**H**OW TO HANDLE rest hour is a subject which is a bit of a problem to many counselors, directors, and campers as well. First of all, we should probably consider the objectives or purposes which govern the rest hour—the “why” of having a rest hour. The following are important reasons why rest hour is necessary in camp.

It is an opportunity to get away mentally from cabin mates.

A period of relaxation prevents overtiredness and permits campers to get fullest enjoyment out of other camp activities.

Parents like to see healthy campers, and proper relaxation is important in contributing to the attainment of this goal.

A “siesta” before meals results in more harmonious and enjoyable meals by quieting campers down first.

Camp objectives of health, service and sportsmanship are easily demonstrated during the hour. Relaxation is necessary to health, it's sportsmanlike to consider other's need for relaxation even if you don't need it yourself, and it is a service to others to let them have a quiet time.

Camp life is often more strenuous than daily home life and a breather is important.

It would appear to be psychologically wise to call rest hour anything but that and to keep in mind it is a *change* of activity rather than a *lack* of activity. Suggested names include: Siesta, Half Time, or FOB-Foot on Bed and Flat on Back.

The length of this period depends on many variable factors such as

weather and climate, activeness of daily program, evening plans, and the needs of the children involved. Many camps use just one hour after the noon meal. Others break the time into half hour periods before and after lunch. Time may vary from 45 minutes, to two hours in very hot climates.

Management of the hours also varies. Some camps have one or two counselors in an area. Many camps feel that each cabin counselor should rest with the campers as an example. The problem of management can be decreased or even eliminated with high quality leadership, older counselors, and counselors who read aloud well.

Some camps let camper councils or committees come to a general agreement as to fair and reasonable privileges and restrictions to use during the period.

Although there is some variety, in most cases campers return to their cabins to relax. In some camps they rest out under shade trees or spend a quiet hour in the lodge, fishing or at craft work.

Rules and restrictions for this hour usually concern staying on bunks, no visiting, and general quiet. The same restrictions should apply to staff members; a good example goes a lot further than a harsh reprimand.

With the thought in mind that the rest period is a change of activity rather than a lack of activity, the program for this hour should be planned carefully. Activities could include writing home and reading mail from home, sleeping, quiet conversation, reading aloud, quiet music played on a radio

or victrola, individual craft projects, quiet games such as checkers or paper and pencil games, hobby clubs, fishing, and less active group activities such as choir rehearsals and photography.

Program plans will, of course, vary but an important thing to remember is that relaxation is more important than tenseness created by a strict quiet hour.

Rest periods will be more successful if camp directors and staffs are aware of certain conditions. First, remember that the way the period is handled the first day sets the precedent for the season. Habits of relaxation established early by counselors, etc., carry over as does tradition from year to year. A staff person should set an example of relaxation and recognize that maturity, imagination, and ingenuity are essential qualities here as elsewhere in the camp program.

Interesting stories, personal or otherwise, as part of the hour are helpful. A sign may be posted for parents' or visitors' day. Elimination of flies and possibly fans or additional cabin ventilation in very hot climates helps. Opening the camp store for supplies that can be used during the period is another aid, as is passing out mail to provide individual reading matter.

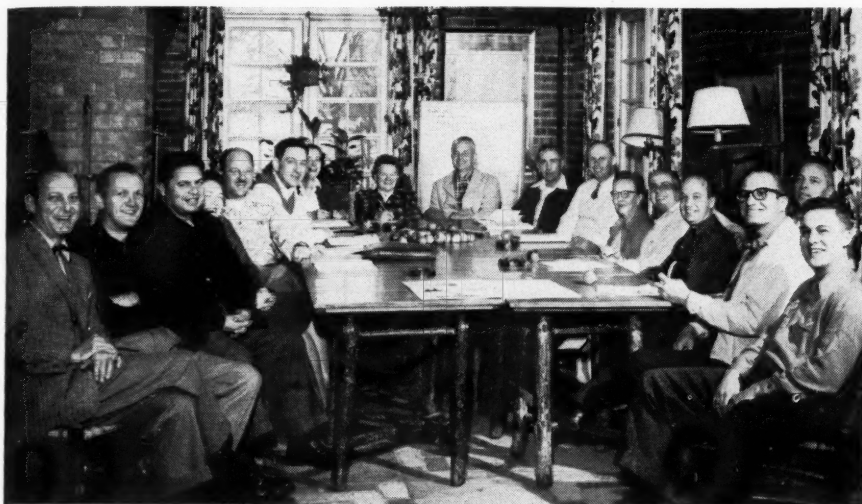
Beginning only after the last child is ready—may also be an aid. Not overworking or using the words rest hour may also prove helpful.

Above all, elimination of hard and fast rules which may create a situation of discipline or strain is important. If possible, keep your program as flexible at this time as at other times.



# ACA NEWS

## ACA National Executive Committee Holds Indiana Meeting Nov. 6-8



Bruns Photo Service

ACA representatives from 10 states met in Indiana November 6-8 to discuss Association activities and chart a forward course for the camping movement. Included in the group were (left to right: Stanley Michaels, Detroit; Hugh Allen, William Bay, Wisc.; Otto Rosahn, New York City; Marjorie Cooper, Chicago; Gene Altman, St. Louis; Howard Galloway, Plainfield, N.J.; Alethea Beckhard, New York City; Catherine Hammett, S. Londonderry, Vt.; Herbert Sweet, Carmel,

Ind., Hugh Ransom, Chicago; Jack Cheley, Denver; Elizabeth Spear, New York City; R. Fox Smith, Cleveland; Richard Stultz, Syracuse, N.Y.; Lou Handler, Detroit; Reynold Carlson, Bloomington, Ind.; and Robert McBride, Chicago.

Most of those at the meeting are members of the ACA National Executive Committee. Major plans developed will be presented to the Association's Board of Directors for ratification on January 28, 1953 in Philadelphia.

## Philadelphia Convention to be Host to ACA National Board

The Regional Convention to be held in Philadelphia on January 29-31, will be attended by many ACA members in addition to those who belong to the eight Sections which comprise Region II. Region II includes, New York, Pennsylvania, Maryland, New Jersey, Delaware, West Virginia, Virginia and Washington, D. C. The ACA National Executive Committee will meet in Philadelphia on January 27 and the National Board of Directors, including representatives from each ACA Section, will meet there on the 28th. These meetings are expected to attract additional attendance by ACA members for they give the Philadelphia convention a national importance.

The convention Program Chairman and Vice Chairman, Dr. Arnold Look,

Sr. and Meyer Heiman, have arranged the program so it will provide opportunity for a large number of small group discussions in order to give attention to individual problems. Louis Sherr, 1909 Spruce St., Phila., is general chairman of the convention.

A large, well-balanced assortment of products will be exhibited at the convention. Only one contact through the mails resulted in 90% of the exhibition space being sold.

### More Convention Plans

Plans for the Region VI Convention, which includes Colorado, New Mexico, Texas, and Oklahoma, are well under way. The convention will be held at Extension Study Center, North Campus, Univ. of Oklahoma, Norman, Okla. on February 12-14. Miller Pat-

terson, YMCA executive, Enid, Okla., has been named chairman. John Ledlie, Secretary, Camping and Youth Program, National YMCA, will be a featured speaker at the convention.

### Region V

Ray E. Bassett, U. S. Forest Service, 623 N. Second St., Milwaukee, Wisc., chairman of the Region V Convention reports that their planning is progressing rapidly. This region takes in North and South Dakota, Nebraska, Kansas, Missouri, Iowa, Minnesota, Wisconsin and Illinois. The convention will be held April 29-May 2 in the outdoor setting of the American Baptist Assembly at Green Lake, Wisc. The program has been planned to interest staff personnel as well as camp directors and owners. It will include workshops, counselor training activities and general sessions plus special features made possible by the unique site of the convention.



*Benjamin Franklin Hotel, chosen for Philadelphia Conference*

### Region I

Region I will hold its convention on February 6-7 at the Hotel Statler in Boston. New England states included in this region are Maine, Vermont, New Hampshire, Massachusetts, Connecticut and Rhode Island. Mrs. J. V. Smith, New England Camping Assn., 14 Beacon St., Boston chairs the committee planning the convention.

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## ACA NEWS

### Region III

February 19-21 are the dates set for the Region III convention. ACA members from Michigan, Indiana, Ohio, and Kentucky are planning for the conferences to be held at the Lincoln Hotel in Indianapolis. Jack M. Perz, Boy Scouts of America, 216 Chamber of Commerce Bldg., Indianapolis, heads the committee in charge of convention planning.

### Region IV

Fritz Orr, 3245 Nancy's Creek Rd., N.W., Atlanta, is chairman of the



Lincoln Hotel,  
Indianapolis

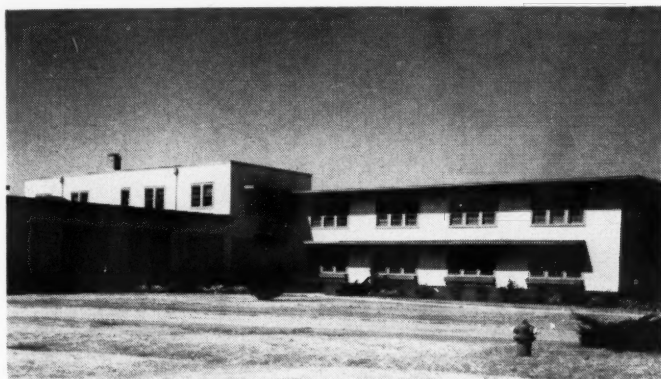
Region IV Convention which will take place in Atlanta, Ga., on February 5-7. ACA members from Arkansas, Louisiana, Mississippi, Florida, Alabama, Georgia, North and South Carolina and Tennessee will attend the convention.

### Region VII

Timberline Lodge, Mt. Hood, Washington will be the site of the Region VII convention on March 12-15. Richard MacMorran, YMCA, 15th and Douglas, Longview, Wash., is chairman of the committee planning the convention for ACA members from Washington, Montana, Idaho, Wyoming, California, Nevada, Utah, Oregon, and Arizona.



# ACA NEWS



Extension Study Center, Univ. of Okla., Region IV Convention Site.



Hotel Statler, Boston, site of the Region I Convention



Atlanta, Ga., Biltmore, Region IV Convention Site

Reeves Studio

## CAMP ADVERTISING *pays out in* COSMOPOLITAN

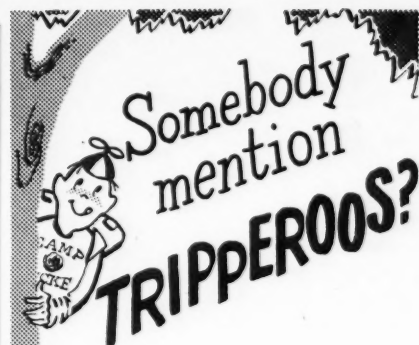
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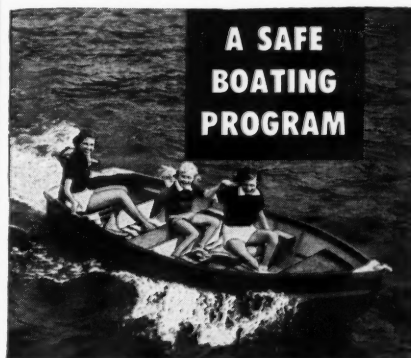
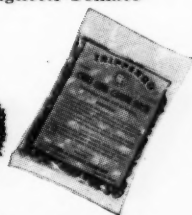
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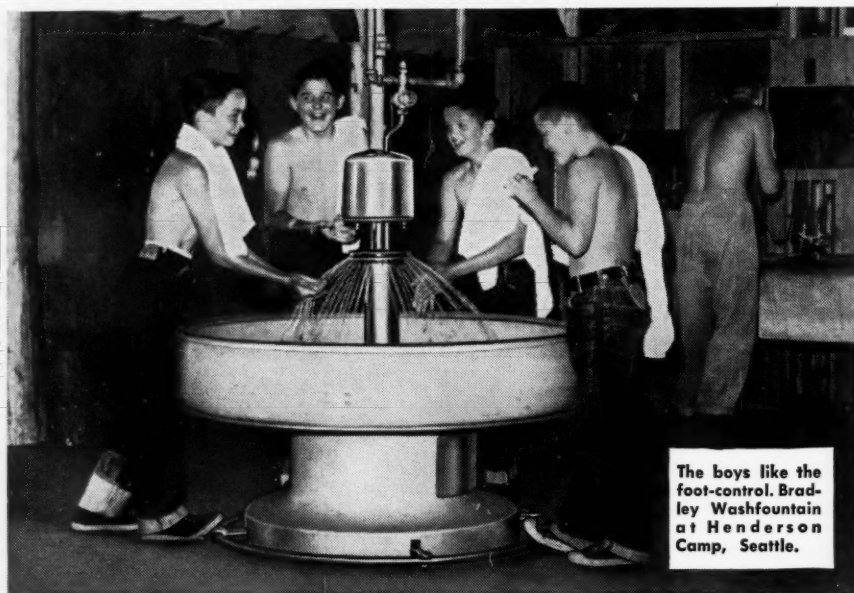


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## ACA NEWS

### Lou Ehrenreich Visits Israel

Lou Ehrenreich, director of Camp Kawaga, Minocqua, Wisc., who is well known to many ACA members, was recently in Israel visiting the Children's Villages and educational institutions of that country. He has been invited to stay in some of the villages and found that this new country already has youth camps.

### Gerald Burns Now With N.Y.U.

Gerald P. Burns, who resigned as executive director of ACA last June after filling that position for five years, has become connected with New York University, in New York City.

Dr. Burns' new position is assistant to the vice-chancellor of the University.

### Conservation Film Available in Color

"Wilderness Canoe Country," a 16mm., full color film with sound commentary, is available for use at winter meetings.

The educational film, produced under the auspices of the President's Quetico-Superior Committee, stresses the need for preservation of wilderness areas in this country. It was filmed in the Quetico-Superior country in northern Minnesota and adjoining northwestern Ontario.

Requests for rental reservations or copy purchases should be addressed to: The President's Quetico-Superior Committee, 919 North Michigan Ave., Chicago 11, Ill.

### 1,000 Children's Books Listed

The new 1953 edition of the "Annotated List of Books for Supplementary Reading" (Kindergarten—Grade 9), recently published by the Children's Reading Service of New York, is offered without charge to any interested camp director. A nationally known camp director, active in the ACA, is

Camping Magazine, December, 1952

## ACA NEWS

connected with the Children's Reading Service.

The 96-page catalog, edited by Dorothy Kay Cadwallader, presents a carefully chosen list of 1,000 children's books from over 40 publishers, arranged by topics and school grade levels. Library books of all publishers may be secured at regular discounts from the Children's Reading Service, combining into one order the books of many publishers.

Copies of the catalog may be obtained from Children's Reading Service, 1078 St. John's Place, Brooklyn 13, N.Y.

### Back Issues Needed

The response to our request for back issues of CAMPING MAGAZINE has been very gratifying. We have two *almost complete* sets from 1936 to the present with only the following issues still missing: 1936—February, April; 1942—November, December; 1943—February, April. We still need copies of all issues prior to 1936 to complete our files. If you will check your files, and send any of these issues which you can spare, your help will be gratefully received.

Our sincere thanks to the many readers who have helped us to date by searching out back issues and sending them to the publication office.



### Flash Bulletins

A portfolio of 25 flash bulletins has been prepared by The Carr Speirs Corp. which will be sent without cost to any interested ACA member. These bulletins cover a variety of subjects and colorings such as seasonal, special announcements and news bulletins. All have ample space for inserting by typing or mimeo your individual messages.

Write the Carr Speirs Corp, Carr Speirs Bldg., Stamford, Conn. for sample portfolio.

Camping Magazine, December, 1952



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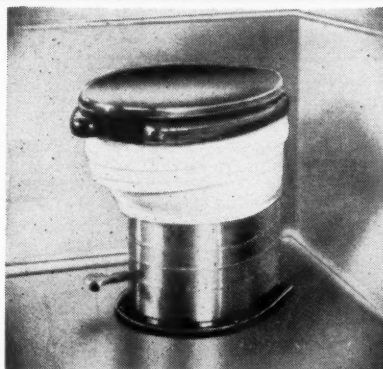
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## ACA NEWS

### Sectional Reports

#### REGION I

New England Section held its fall conference on November 1 at the Hotel Statler in Boston. Speakers at the conference included: Dr. Dane G. Prugh, Head Psychiatrist, Children's Medical Center, who spoke on "Camper Adjustment Problems, Including the Homesick Child," Dr. Herbert I. Harris, Head Psychiatrist of the Medical Department, MIT, who discussed "Emotional Maturity in the Camp Counselor," and John A. Ledlie, Secretary, Camping and Youth Program, National YMCA, who spoke about "Enriching the Camp Program—Methods and Content."

Reports of legislation that affect camping in various New England states were given and a session was held on implementation of camp standards.

#### REGION II

Central New York Section's first meeting this fall was held on October 2 at the Rochester YWCA. The Board of Directors of the section met in the afternoon and a general section meeting took place in the evening. Plans were made for section activities in the coming season.

Eastern Pennsylvania Section held its opening meeting of the season on November 3 in Philadelphia. The 1953 Regional Convention Committee reported its progress. Plans were made for the coming year. The second part of the program consisted of discussion of the 1952 season.

New Jersey Section Executive Committee met on October 6 to plan for the season ahead. On November 12 the entire section held a dinner meeting in Newark. Catherine T. Hammett included a report of the National ACA Executive Committee meeting at Pokagon in her talk to the group.

#### REGION III

Michigan Section held its fall "Let's Talk It Over" meeting on October 25 in Detroit. The day-long program included several discussion groups, a general session and panel reports.

#### REGION V

Chicago Section held a full day meeting on November 8. The meeting's theme was camp promotion, uti-

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## ACA NEWS

lizing all of the media that are available for selling camps.

**Wisconsin** Section president, H. M. Woldenberg, assumed his position on October 1. Former president, Ray E. Bassett, is now devoting his time to planning for the Region V Regional Conference. He reports that organization for the April 20 to May 2, 1953 convention is well under way.

### REGION VII

**Southern California** Section reports as follows:

In reviewing the accomplishments of the Southern California section of 1952 we are very pleased to note that the Camp Directory was published listing 180 camps in its 60 pages; that as of June, 1952 we had 204 members; that at our Annual Spring Conference at Camp Seeley 300 person attended; that we were well represented at the 1952 Asilomar Conference in March, 1952; that our representatives to the ACA Convention in Chicago brought back many interesting notes and comments to us; that tremendous progress has been made in the State Licensing program; that a successful program to implement national standards in accordance with the ACA schedule was accomplished with a self-evaluation check sheet, sent to each camp member.

We are very happy to announce that the Youth Services division of the Welfare Council of Los Angeles under the direction of George Szudy has announced plans to open a Camp Bureau to provide centralized coordination of camping in Southern California. The new Camp Bureau will be headed up by Bill Goodall, former ACA vice-president, who has just returned from Germany where he was working with the United States Government Youth Projects.

A successful general membership meeting was held at the Los Angeles Police Academy on November 6th and plans for the 1953 Pacific Camping Federation Conference were discussed. The P.C.F. Conference will be held March 10-13, 1953 at Timberline Lodge, Mt. Hood, Oregon. Two other interesting highlights of the program were a report from Bob Gould who just returned from a year's work with youth in Germany and a report from Norman Miller about his "gypsy" tour of Europe.

—J. GRANT GERSON.

Camping Magazine, December, 1952

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# Books You'll Want To Know About

*A Department Conducted by Prof. Charles Weckwerth, Director of  
Recreation and Camping, Springfield (Mass.) College*

## **Camping for All It's Worth**

AUTHOR: William E. Swanson.  
PUBLISHER: Macmillan Co., 60 Fifth  
Ave., New York City 11. \$2.50  
REVIEWER: Bob Danskin.

It is seldom that a new book on camping is any other than a rehash of the same old kinks and methods. Here, however, is an interesting approach to building layouts for those who want a hide-away cabin or unique design—many of Scandinavian style.

The winter camper is directed to the best type of heating units. A wise camp director can often expand his camping facilities to year around enjoyment and profit by winterizing at least a few of his cabins.

One chapter, "Protection of Camp," is valuable and readily appreciated by the old-timer. It solves some of the standard problems such as, ant, bear, mouse and fire destruction. The plan for a permanent mousetrap for a closed camp is alone worth the price of the book. Especially if it protected this book from destruction!

## **Synchronized Swimming**

AUTHORS: Fern Yates and Theresa W. Anderson.  
PUBLISHER: A. S. Barnes & Co., 232  
Madison Ave., New York City, \$4.00.  
REVIEWER: Helen Westerberg, George  
Williams College.

This book offers a long needed coverage of beginning and advanced skills as well as programming in synchronized swimming. The authors have done a commendable job in making clear each stunt and stroke with excellent surface and under water pictures of the sequences of positions involved. These are accompanied in each case by a description of the movements and coded to the measures of music it would take to execute the stunt. After studying this material, there should be no question as to how each stunt should look.

With chapters on the nature of synchronized swimming, teaching beginning synchronized swimming, water patterns, water compositions, staging, planning a program, and competition in synchronized swimming, one can see that this book has breadth, as well as valuable detail. In these chapters there are many teaching hints and aids such as: "Forty measures or forty crawl arm pulls to a minute is a good waltz tempo for swimming at all levels of ability"; the list of recommended records for accompaniment; simple routine for beginners; hints for teaching swimming in unison; and preparation for the planning of a competitive meet.

The discussion on staging is helpful not only to the beginning instructor but also gives suggestions that would benefit most programs.

These authors know synchronized swimming!

## **Going Light— with Backpack or Burro**

EDITOR: David R. Brower.  
PUBLISHER: The Sierra Club, San Francisco, Cal., \$2.00  
REVIEWER: R. Alice Drought, Camp  
Planning Consultant, Phoenix, Ariz.

"Going Light" was written with two purposes in mind. The first was to let people know how they may enjoy wilderness travel (chiefly in the West) without superfluous equipment and expense. The second was to persuade campers (especially the backpackers of the skyline trails) to help protect the serene back country regions the trails wind through.

The several authors have had from 10 to nearly 60 years of experience in both summer and winter wilderness travel, chiefly but not exclusively in the High Sierra. They know whereof they speak. It is a mistake, they say, to think that one needs to belong to "the aristocracy of the physically fit" to do wilderness travel—on foot. One needs

to be in reasonably sound health and not too far out of condition, but one need not be rugged and tough to venture far from the end of the road.

The techniques of wilderness travel are explained simply but in sufficient detail. Standard procedures for making, using and breaking camp are explained. So are the important matters of clothing, equipment and leadership. Route selection, map and compass, food and cooking and mountain medicine are considered. The selection, packing and care of stock are included, with especial attention to the techniques of burro management.

This concise manual with excellent line drawings has much of interest and value to any camper, whether he climbs the skyline trails of the West or camps elsewhere.

## **Readings in Counseling**

EDITOR: Karl P. Zerfoss.  
PUBLISHER: Association Press, 291  
Broadway, New York City 7, \$6.00.  
REVIEWER: Otto Rosahn, Director,  
Birchwoods.

Dr. Zerfoss has collected and organized more than 500 selections from important literature in the field of guidance. The result is a source book which should be helpful to all persons who work with young people, and who wish to individualize their approach to those whom they serve. The editor has the conviction "that guidance is primarily an emphasis *within* education (or program)." All material relates to the "normal problems of normal people."

This book is for those who have had some preliminary preparation in the guidance field. Most of the selections apply to the adolescent and young adult level. However, the point of view and basic principles are of universal application. Of the six major areas covered, those probably of greatest value to the camp leader are: Part II—The Meaning of Guidance, Part

III—Understanding the Individual, Part V—Working with the Individual in the Group. The other three parts are: The Counseling Scene Today, Working with the Individual, The Resources of the Counselor.

How can this book be used by camp leaders? Those camp counselors and directors who have a basic orientation in the guidance field can use "Readings in Counseling" as a discussion guide in certain phases of leadership training courses, or as a basis for their own continued study and inquiry. It is particularly valuable in the camp staff library as a ready source of significant material. Anyone who does not have time or facilities to consult the tremendous body of literature on guidance will find this book stimulating and helpful.

### Camp Safety Digest

AUTHORS: 16 camping authorities.

PUBLISHER: Center for Safety Education, New York University, Washington Square, New York 3, N.Y. \$.50 each, 10% reduction on 10 or more, order direct.

REVIEWER: Lucille M. Kardux, Assistant Director, Dept. of Camping, Camp Fire Girls, Inc.

This digest, one of the Safety Education Series, consists of a series of interesting and informative articles describing methods and procedures that will help eliminate accident causes in the modern camp.

The articles are well written and cover every phase of camp. Subjects covered include: organizing the camp for safety; good camp housekeeping; fire prevention and protection; transportation; the camp kitchen and dining room; safety in waterfront activities; camper safety on the trail; camping skills; safety first in nature; horseback riding; canoe tripping; arts and crafts; archery; firearm safety; team and individual sports.

National organizations and camping authorities, from all parts of the country, have cooperated and contributed to this publication. There is an introduction by Dr. Herbert J. Stack, Director of the Center for Safety Education, and a foreword by Dr. Jay B. Nash, New York University.

Every camp should have at least one copy of this digest. It will help give the director and his staff a better understanding of safety requirements to include in camp facilities, equipment and programs. The articles will be useful not only for staff training in sug-

gesting ways to integrate safety with various phases of camping but also in providing a basis for an evaluation of safety procedures currently in practice. The articles also suggest ways to help meet ACA safety standards.

### Softball for Women

AUTHOR: Viola Mitchell.

PUBLISHER: A. S. Barnes & Co., 232 Madison Ave., New York 16, \$1.50.

REVIEWER: Marjorie Camp, Program Director, The Joy Camps.

A very helpful book because of the pictures, diagrams, and text. Excellent for all who wish to learn or teach the skills and team play of softball.

Campers could also make good use of it to improve their participation in team play.

### A Field Guide to the Mammals

AUTHORS: W. H. Burt and R. P. Grossenheider.

PUBLISHER: Houghton Mifflin Co., 2 Park St., Boston 7, Mass. \$3.75

REVIEWER: Charles E. Mohr, Director, Audubon Center, Greenwich, Conn.

This is the sixth in the Field Guide Series edited by Roger Tory Peterson. It employs the "field mark" system of identification developed by Peterson,

presents superb color plates of 187 species of land mammals, distribution maps for the different species, remarkably clear photographs of mammal skulls, and good drawings of tracks, with measurements of imprint and stride.

It should now be possible to identify any land mammal, or its tracks, found in any camp in North America, or any mammal skull (other than horse, pig, cow, or sheep which are not included.) Whales, seals, porpoises and other marine mammals also are illustrated and described. Dens and other nesting quarters of various animals are shown in decorative sketches.

While this Field Guide does not attempt to describe the habits of mammals, it does include pertinent natural history observations when they have diagnostic value for recognizing the animals. Also habitat preferences of mammal families are given together with species habitats and habits if they are noteworthy.

This book can be recommended for anyone who spends a week or a summer out of doors, who hikes in summer or winter, or who wants to know more about the native mammals he reads about or sees in zoos.

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## Tennis Techniques Illustrated

AUTHORS: Wynn Mace and Tyler Micoleau.

PUBLISHER: A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.  
\$1.50.

REVIEWER: Vernon W. Cox, Ass't. Tennis Coach, Springfield, Mass., College.

I have thoroughly enjoyed reading this new book. The approach described is different; so much so that I feel a beginner could well grasp the full meaning of the statements made and promptly convey them into correct actions on the court.

Many of the chapters apply to those who already have a working knowledge of tennis fundamentals. I'm convinced, however, that this text will speed progress — especially the chapter on strategy and tactics.

Illustrations by Tyler Micoleau aid greatly in helping one actually to see and to follow the explanations. This book is an outstanding contribution to the game of tennis.

## Books Received

*Books listed in this column are those received for review but not deemed of greatest interest to the greatest number of camp directors. Space limitations, therefore, require us to list them as shown.—Ed.*

CAMPING FOR COUNSELORS, Author: Robert E. Link, Publisher: Brooklyn College, Brooklyn 10, N. Y., \$1.00.

LADIES GLOVEMAKING, Author: Virginia Groneman, Publisher: Chas. A. Bennett Co., Inc., Peoria 3, Ill., \$50.

CAREERS IN SERVICE TO THE HANDICAPPED, Publisher: National Society for Crippled Children and Adults, Inc., 11 South LaSalle St., Chicago 3, Ill., \$50.

THE SARGENT GUIDE TO SUMMER CAMPS, Publisher: Porter Sargent Publishers, 11 Beacon St., Boston 8, Mass., \$1.10.

SPREAD FORMATION FOOTBALL, Author: L. R. "Dutch" Meyer, Publisher: Prentice-Hall, 70 Fifth Ave., N.Y.C. 11, \$3.95.

THE OLYMPIC PAGEANT, Author: Alexander M. Weyand, Publisher: The Macmillan Co., 60 Fifth Ave., N. Y. C. 11, \$4.75.

MEPH, THE PET SKUNK. Authors: John and Jean George. Publisher: E. P. Dutton & Co., Inc., 300 Fourth Ave., New York 10, N. Y. \$2.75.



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Camping Magazine, December, 1952

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**COUNSELORS** for Drama, Sailing and Campcraft. Experience essential. Girls' camp—Maine. Write Box 981, Camping Magazine, 705 Park Ave., Plainfield, N. J.

**HEAD COUNSELOR**, for long term association, with established Maine girls' camp, experienced in all phases of camping, personnel and program. Write Box 983, Camping Magazine, 705 Park Ave., Plainfield, N. J.

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The name and address of the publisher, editor, managing editor, and business manager is: Howard P. Galloway, 705 Park Avenue, Plainfield, N. J.

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HOWARD P. GALLOWAY,  
Editor and Publisher.

Sworn to and subscribed before me this 19th day of September, 1952.

A. A. WHITFORD, Notary Public.  
(My commission expires Sept. 4, 1955.)

## It's Wise To Supervise



### A DISCUSSION ON STAFF SUPERVISION IN SUMMER CAMPS

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and  
IRWIN HALADNER,

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## AFTER TAPS

*... the time when directors, leaders, and counselors recall the successes and failures of the day, plan to make tomorrow a better day, and think about the opportunities — seized and missed — of this wonderful thing called camping.*

**Civic responsibility leads to**

# Government Recognition of Camping

By ROLAND H. COBB

*Commissioner, Inland Fisheries and Game,  
State of Maine*

During the summer months camp directors throughout the country have come into contact with regulations and rulings, both on the local and federal government levels, that affect camp administration. While many of these laws are fair and help to protect camps, others are felt to be annoying or even hindering when they are applied to actual camp situations. However, directors' complaints and protests carry little weight if they are not backed up with constructive action.

In February, 1952 I attended a round-table meeting and at that time we were discussing the Federal regulations pertaining to restrictions on summer camps, and, undoubtedly, non-recognition of the camping movement as an educational program. I asked the directors present how many had served as a Selectman in their own communities. No one put up his hand. I asked how many knew personally the Selectmen in their towns, and three men put up their hands.

I followed with the same questions on whether they had served in their State Legislature, but no one hand; and whether they knew personally their State Legislative Members from their area. Three indicated in the affirmative; there must have been a group of about 30 to 40 men present. Then I asked how many of them knew personally their Members of Congress, and the same three indicated that they did, which showed, generally speaking, a considerable lack of interest in the democratic way of governing.

Through my own experiences as a Moderator of our Town Meeting for a number of years, unfailing attendance

at Town Meetings, running twice for the State Senate, resulting in my election once, and serving as Commissioner of Inland Fisheries and Game, I have learned that the camping movement can and will be helped if directors take an active interest in government.

I feel that until camp directors really pay attention to their civic duties and responsibilities, we have no reason to feel that we are not getting a fair deal when the people in Washington give us little recognition.

*"Roly" Cobb, as he is known to scores of his camping associates in Massachusetts and Maine, has been a camp owner and director for many years, through his connection with Wyonegonic, a prominent girls camp at Denmark, Me. In recent years he has also been active in state politics in Maine. As a result, he is in a fine position to see both sides of the current burning question being asked by so many camping people: "Why doesn't the government recognize camping as the educational activity it is? How can we go about making our position so clearly understood that we will no longer be lumped, in the minds of Washington and State officials, with race tracks, dance halls, and other such enterprises?"*

*When we heard sometime ago that "Roly" had expressed himself informally on this very subject at a meeting of camp directors, we asked him to put his thoughts into print, in order that all directors might have opportunity to read them.*

*Your comments, or further suggestions, will be welcomed.*

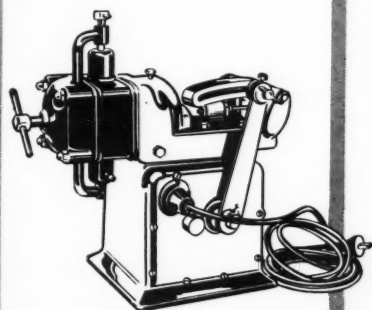
*—Editor.*



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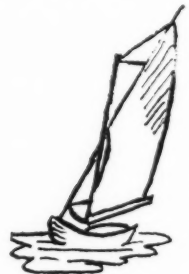
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- Broader participation by the profession
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- Greater prestige for you and your camp
- More publications to help you and your staff
- Greater exchange of ideas on camping philosophy and skills

*Be an ACA Booster  
All the Time!*



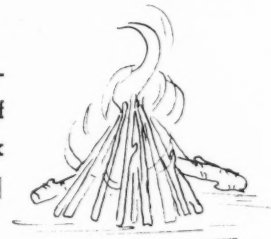
Do you always tell your colleagues who don't belong to ACA about the Association's services to members and the other benefits of their belonging? ..... ☐

Do you sail right in with an invitation to attend a Section Meeting with you—and see to it that the prospective member meets your Section President and others in attendance? ..... ☐



Do you show member prospects your Camping Magazine and other ACA publications, pointing out the helpful information they contain? ☐

Do you "build a fire" under prospective members when necessary, explaining types of membership, providing an application blank and helping fill it out and mail it? ..... ☐



## AMERICAN CAMPING ASSOCIATION

Organized in 45 Sections throughout the United States

343 S. DEARBORN STREET

CHICAGO 4, ILLINOIS

